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ABSTRACT

One of a series of teaching units designed to introduce secondary school students to the Canadian economy, this handbook contains activities on the economic status and roles of Canadian women. The first of 4 sections presents a profile of male and female occupations. Section 2 contains statistics on females in the Canadian labor force. Section 3, the effect of women on the Canadian economy, examines the relationship between the housewife and the Gross National Product, working women of the past, and future employment trends. Section 4, income differentials, looks at differences in male and female enrollment in specific courses, nontraditional jobs, and equal pay legislation. Each section contains a variety of learning activities, discussion questions, teaching strategies, charts, and readings. (LP)

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WOMEN IN THE CANADIAN ECONOMY

A TEACHING UNIT

BY SYLVIA POST

Series Editor TED STAUNTON

The Canada Studies Foundation

CFSEC

La Fondation d'Etudes du Canada

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Preface

Established in 1970 with individual, corporate and governmental support at both provincial and federal levels, the Canada Studies Foundation, currently funded by the Department of the Secretary of State, has actively promoted mutual understanding among the diversity of peoples in Canada. With the conviction that schools can and must provide a knowledge base to help young Canadians become more informed and more active citizens, the Foundation has supported teachers across Canada in the development of books and other learning materials that assist students in one part of Canada to learn more about their fellow Canadians in other parts of our vast country.

This teaching unit is one of a series devoted to 'Understanding Canada's Economy', which has been developed at Trinity College School, Port Hope, Ontario. This Canada Studies Foundation resource centre has been developing curriculum materials in Economics since 1979. The present series contains four secondary school level teaching units. They are *Money, The Banking System and Monetary Policy in Canada, Unemployment and Inflation in Canada, Canada in the International Economy and Women in the Canadian Economy.* The format is a continuation of the activity approach used in the inaugural C.S.F. - T.C.S. publication in 1979, *Canada's Economy. An Activity Approach* (Jennings, William E. *et al.*, O.I.S.E. Press, 1931). The units are meant to introduce students to various topics in the Canadian economy through various types of activities. It is expected that the activities will generate considerable classroom discussion and debate and thus lead to the development of further understanding.

Teachers may wish to use these units to augment existing materials or as self-contained units of two or three weeks in duration. The language level and presentation of concepts has been written for a senior audience, particularly economics students.

The author of this teaching unit is currently teaching economics at Madawaska District High School in Barry's Bay, Ontario.

Which jobs and why?

MIND BENDER

Michael Richard was driving his young son Alan to an early morning hockey practice when their car spun out of control and crashed into a transport truck. Alan, seriously injured, was rushed to hospital for emergency surgery. The surgeon on call took one look at him and said, "That's my son!"

How could this be?

Surely today most of us would quickly get it. The surgeon was Alan's mother. But the fact that this was ever considered a "mind bender" is an indication of society's stereotype of working women.

What is *your* picture of a Canadian woman at work? A secretary, a waitress, an executive, a factory worker, a nurse, a truckdriver?

STUDENT ACTIVITIES

1 *Activity*

(a) Read through the list of occupations in table one on the next page, and in the first column, check which ones you think could be done by (M) men, which by (W) women.

SECTION

Which jobs and why?

TABLE 1

Your grade level_____, your sex M_____F_____

Job or Occupation	could be done by M	could be done by W	[Column 2] M	[Column 2] W
Vice-president of a bank				
principal				
nurse				
secretary				
welder				
truck driver				
kindergarten teacher				
housecleaner				
taxi driver				
cheerleader				
plumber				
oil rig scuba diver				
pilot				
dressmaker				
bartender				
chef				
assembly line worker				
garment worker				
farm worker				
lumber yard worker				
bank teller				
telephone operator				
variety store cashier				
liquor store cashier				

(b) Now go through the list again and in Column 2, check which ones, as far as you know, are more often done by (M), or by (W).

(c) Check 5 occupations you would consider for a career.

(d) What do your answers tell us about what men and women can do, what they do do? What should they do? What do your answers tell you about you?

PROFILE OF MALE/FEMALE OCCUPATIONS

Let's look at the actual patterns more closely.

TABLE 2

PERCENTAGE OF WOMEN/MEN IN SPECIFIC JOBS/OCCUPATIONS IN CANADA

JOB/OCCUPATION	% OF WOMEN	% OF MEN
clerical workers	78%	22%
sales workers	40	60
service workers	54	46
Alberta petroleum production workers	6	99.4
all federal public servants	35	65
all federal public servants' senior executives	3.3	96.7
medicine and health	76	24
construction trades	1.4	99.6
transport equipment operation	5.3	94.7
secretary/stenographer	97.4	2.6
elementary teachers	82.3	17.7
nurses	95.8	4.2
sewing machine operators	90	10
supervisors: sales	17	83
telephone operators	96	4
registered apprentices	1	99
bank workers	75	25

Source: "Women in the Public Service: Overbooked and Undervalued"
Canadian Advisory Council on the Status of Women, October, 1980.
Kostash, M., "Women's Wages:
A National Disgrace" Chatelaine, January, 1982.

2 *Activity*

Bar Graphs and Group Discussions

(a) Draw bar graphs that will show the percent of men and percent of women in each job or occupation.

(b) List the jobs which are held mainly by women.

(c) What features do these jobs have in common?

(d) Why do so many women work in these jobs?

(e) Why don't more men work in these jobs?

(f) List the jobs that are held mainly by men.

(g) What features do these jobs have in common?

(h) Why do so few women work in these jobs?

(i) If you could make the world the way it should be, who would do what jobs? Go through this list again and state what percentage of each job would be done by men and what percent by women in your ideal world.

(j) What changes would have to occur in our society to allow your ideal world to exist?

Who are the women in the labour force?

FACTS AND FIGURES

What do we mean when we talk about women in the Labour Force? The Labour Force refers to those working age (15-64) people who have a paying job or are willing and able to work and are actively looking for a job. The women who fill these qualifications are the group we are considering.

Well, who are they?

4.8 million Canadian women were in the Labour Force in 1981.
47% of Canadian women are in the Labour Force compared to approximately,
35% of the women in the world,
49% of Russian women and
23% of Latin American women.
Source: The Labour Force annual averages 1981 71-0091 Stats Can.

Source: Worlds Women Data Sheet of the Population Reference Bureau Inc. April 1980. (for world, Russia & Latin America)

The Labour Force (71-001) Stats Can.Sept. 1982 (for Canada).

4.4 million Canadian women have a job.
2.6 million or 60% of them are married,
40% are single, widowed, divorced who support themselves or themselves and others.

Source: The Labour Force 71-001 Stats Can.Sept. 1982 (for Canada).

48.9% of all married women in Canada were in the Labour Force compared with:
37% in 1971
22% in 1961 and
11% in 1951

Source: 1971, 1961 & 1951 Census of Canada, Stats Can.

40% of married women in the Labour Force are married to men who earn less than $15,000 a year.
12% of married women in the Labour Force are married to men who earn more than $25,000 a year.

Source: Working Women - Can they save our economy - 1st of 3 part series - "Wanted: Women to fill key jobs by Louise Brown, Toronto Star, Jan. 4, 1982

27% of Canadian women in the Labour Force belong to unions.
43% of Canadian men do.

Source: Summary Women & Unions - by Julie White Canadian Advisory Council on the Status of Women, April 1980.

73% of women with university education are in the Labour Force
54% if women with high school education are in the Labour Force
26% of women with less than high school education are in the Labour Force

Source: The Labour Force annual averages 1981 71-0091 Stats Can.

46% of women age 15-19 are in the Labour Force
72% of women age 20-24 are in the Labour Force
67% of women age 25-34 are in the Labour Force
66% of women age 35-44 are in the Labour Force
58% of women age 45-54 are in the Labour Force
34% of women age 55-64 are in the Labour Force

Source: The Labour Force annual averages 1981 71-0091 Stats Can.

3 *Activity*

DISCUSSION

Discuss the information provided in this unit. Ask the question "Why?" and try to provide some answers. Here are some questions you might want to start with.

(1) Why is there such a big difference between the percent of the women in the Labour Force in Russia and in Latin America? How is each country different from Canada where 47% of the women are in the Labour Force?

(2) What other information should you have before you discuss married women in the Labour Force? If many of these women have children under the age of six, what demands does that place upon our society? Why would these women work, rather than stay home with their young children?

(3) What changing conditions have led to this increase in the percent of married women in the Labour Force?

(4) Why are women less likely than men to form a labour union?

(5) If you were an employer, how important would education be in your hiring decisions?

(6) Is the low percent of women with less than high school education in the Labour Force a matter of choice, family or geographic circumstance, or employer preference?

(7) Why does the percent of women in the Labour Force decline after age 24?

4 *Activity*

QUESTIONS

Statistics can be very helpful, but by choosing what statistics to present, a writer can influence the opinions of the reader. Look through these statistics again and list what other information you should obtain in order to arrive at reasonable conclusions about the place of Canadian women in the Labour Force.

5 *Activity*

QUESTIONNAIRE

Who are the women in the Labour Force in your COMMUNITY?

(1) Prepare a questionnaire whose results will allow you to present a profile of the women in the Labour Force in your COMMUNITY. Use the preceeding activities as a source of ideas for your questions, but add any other questions that you think would present useful information. Make sure your questionnaire is easy to answer and protects privacy.

(2) Interview 5 women - fill out the questionnaire with each one.

(3) Then combine the results for the whole class and prepare suitable graphs for each category.

(4) Compare the results of your questionnaire with the results in the rest of Canada (as listed in this unit). What differences are there? Explain these differences.

Effect of women on the Canadian economy

GNP, GNE AND THE HOUSEWIFE

One group that is rarely considered when people study "working women" is housewives who obviously work hard and contribute greatly to our economy and society.

Economists do not include housework or homemaking when they calculate Canada's Gross National Product (GNP). Why? Well, GNP counts the income (wages, rent, interest, profits) received by those who contribute to the production of goods and services in our country but housewives don't receive a formal income.

The other way of measuring our economy's production is through Gross National Expenditures (GNE), the total expenditure on Canadian goods and services at market (or selling) price, but there is no buying or selling price on a housewife's production of suppers, laundry, housecleaning, chauffering, etc., so again, this work isn't included in the measure of our economy's production.

But what if it were measured? Housewives and homemakers do produce goods and services.

How can you measure these goods and services if no one is "buying" them or paying a formal wage for them?

Statistics Canada did try.

Source: Catalogue 13-566, Oli Hawrylyshyn, Estimating the Value of Household Work in Canada, Stats Can, June 1978.

One method used was to estimate how much each good or service would cost if it were provided in the market place; for example, the cost of a taxi to drive you to a basketball practice, the cost of cleaning shirts at the local laundry, the cost of breakfast at a restaurant. In 1971, that cost or value of all housewives' production of goods and services was calculated at $38 billion.

The second method used was to estimate the cost of hiring a housekeeper to do all these jobs. This cost or value would have been $32 billion in 1971.

This method took a totally different approach. It asked what wages were lost because people did housework (unpaid) instead of working at paying jobs. The value worked out to $37.5 billion.

Any way it was calculated, unpaid housework was valued at between 35 and 40% of Canada's GNP (95 bil. in 1971). Obviously, household work does contribute a lot to our economy, but it is "hidden" and not counted.

6 *Activity*

If all housewives joined the formal Labour Force AND stopped doing the work they had previously done as housewives or homemakers;

(1) What services would now have to be provided in the home, in the community?

(2) What goods would now have to be produced?

(3) What changes would occur in the marketplace (stores, present and potential businesses) and in the community?

WORKING WOMEN IN THE PAST

Why is the topic of *Women in the Labour Force* such a controversial one today?

Women in Canada have been working and contributing to the economic well-being of the family since pioneer days. Women worked in the field - so did all the members of the family - as well as in the home, and most of the goods and services they provided then required starting from scratch. They carded wool, they knit the socks and sweaters, baked their own bread, preserved the family food for the winter months, made their own soap: however, wives were ultimately dependent on their husbands for the security of the family (unmarried women remained dependent upon their parents).

Rarely did women receive financial payment for their work until the 19th century. Then there were some "respectable" jobs for women outside the home, such as teaching, housekeeping, and nursing. By receiving payment, women were able to become more independent.

During World War I and II, women were encouraged to join the Labour Force in large numbers while the men were overseas fighting. They worked as labourers, truckdrivers, factory workers, office workers and supermarket managers to support themselves, their families and the Canadian war effort. After the wars, a large number of women returned to the home.

Women were looked upon as *supplementary* labour supply to enter and leave the Labour Force as the circumstances and the economy demanded.

Today, as you can see from the information in Section 2, women have become a more permanent part of the Labour Force and in many cases, support themselves and their families.

This change has produced some strong reactions:

"Women are taking jobs away from men."

We wouldn't have so much unemployment if women stayed home where they belong."

If you want to discuss these emotional topics, you could improve the level of discussion by examining the information in Table 2.

Or, better yet, let's consider the topic: GNP, GNE and women in the Labour Force.

7 *Activity*

What *is* the effect on our economy of women who are working in the Labour Force? Look back at the statistics on who they are (Section 2). There are 4 or 5 different ways of looking at women in the Labour Force (age, income, marital or family status, education). For each general approach, set up a group which will;

(1) Break down this approach into division or categories.

(2) Then, for each category, list goods and services that these working women in the Labour Force (and their families) would buy that is different in quality and quantity from what they would buy if they weren't in the Labour Force.

(3) Then summarize this information in a table.

(4) What effects do these changes in buying habits have on the Canadian economy as a whole (eg., taxes, jobs, production, etc.)?

WHAT ABOUT THE FUTURE?

If present trends continue, there will be an even higher percentage of women working in Canada. But in what jobs, and with what skills? These decisions - many of them being made now - will have a considerable effect on Canada's economic future and that of her working women.

"The demand for new workers in the next 20 years will be in the so-called men's jobs, but the supply of new workers will be women - almost two-thirds women - and most of them have no skills in those fields," says Vancouver economist, Roslyn Kunin of Employment Canada. *(Working Women: Can They Save our Economy - by Louise Brown, Toronto Star, Jan. 4, 1982.)*

What will happen to Canadian economic growth if we have a shortage of key workers? Plants may close down or move elsewhere, new businesses may not start up, and we'll lose export sales and jobs, production and income. Canada needs women to train in skilled technical trades, business professions, math and scientific related specialities because the male Labour Force, which has supplied this demand in the past, is not growing fast enough.

What Canada does *not* need is more women (or men) to train for "women's jobs" in the clerical, sales and service field; jobs are being lost here because of computer technology, budget cuts, and increased productivity (output per hour of work).

Income differentials

WHY?

The average income of a male Canadian worker in 1979 was $18,537 and the average income of a female Canadian worker was $11,741.

That difference is enough to cause anger, frustrations and arguments.

Are women the authors of their own misfortune or are they victims of discrimination? (in terms of pay and jobs held).

Others say that women are conditioned in our society to be a helpmate, to consider their husband's career first, to be responsible for the home and family even when they do work outside the home. These arguments suggest that this conditioning limits the opportunity and time and energy of women to get ahead in their careers and increase their earning power. Women, because of present or expected family responsibilities may choose jobs/careers that are easy to leave and then re-enter at a later date (therefore jobs which don't require continuing experience and development) or jobs with limited demands for overtime work, shift work or travel.

It would be difficult to give all the possible reasons for the difference in male/female income levels, but if we look at some of the information available, maybe we can draw some conclusions.

Source: "Wage gap between sexes closing slowly, steadily" - by Louise Brown, Toronto Star, June 1981.

COURSES AND CAREERS

CHART 1.

SCIENCE AND MATH ENROLLMENT IN SECONDARY SCHOOLS

	course	% of males in course	% of females	M % passing course	F % passing course
Physics	BC Grade 12	38	17		
	*ONT Grade 13	31	11	91	95
Chemistry	BC Grade 12	42	35		
	*ONT Grade 13	33	22	93	96
Biology	BC Grade 12	45	57		
	*ONT Grade 13	26	34	91	95
Pure Math	*ONT Grade 13	100	64	91	95

* In the absense of data on total enrolment, we have substituted the largest enrolment of one sex in one subject (males in pure math). "Who Turns the Wheel?", Science Council of Canada, 1981, page 41.

CHART 2

CANADIAN UNIVERSITY GRADUATES (1976 plus)
AVERAGE ANNUAL INCOME TWO YEARS AFTER GRADUATION (1978)

Field of Study	% Male	% Female	Income
Agriculture	71	29	$13,800
Architecture	80	20	15,200
Arts	45	55	13,400
Commerce and Business Administration	78	22	14,900
Dentistry	82	18	27,000
Education	32	68	15,200
Engineering	96	4	18,400
Environmental Studies	72	28	14,600
Fine and Applied Arts	35	65	13,000
Forestry	88	12	16,300
Household Science	2	98	13,800
Journalism	40	60	14,200
Law	72	28	17,300
Library Science	-	100	15,500
Medicine	70	30	N/A
Music	40	60	N/A
Nursing	3	97	14,700
Optometry	63	37	N/A
Pharmacy	40	60	17,700
Physical and Health Education	52	48	14,500
Rehabilitation Medicine	8	92	15,800
Religion and Theology	59	42	14,800
Science	66	34	N/A
Social Work	26	74	15,000
Veterinary Medicine	71	29	N/A
Total	52	48	

Source: Job Market Reality for Post Secondary Graduates - W. Clark & Z. Zeignund, Minister of Supply & Services, Canada 1981.

8 *Activity*

Charts 1 and 2 give information on career planning of males and females in Canada.

(a) Identify 3 or 4 (or more) distinct patterns shown in Chart 1.

(b) What reasons could you suggest for these patterns?

(c) What careers are open/closed to students who enrol/don't enrol in these subjects? You could find this information in your school's Guidance or Student Services' Centre.

(d) Using the information in Chart 1, identify salaries for these careers.

(e) Select the 5 "Fields of Study" from Chart 1 that are predominately female and compare the average annual incomes with those of the 5 that are predominately male.

(f) There are 1,105,000 women part time workers in Canada compared with 403,000 men part time workers. Why are so many more women part time workers? State what effects this pattern of employment has on women's present and future incomes.

(g) Only 27% of women in the Labour Force belong to unions compared with 43% of men. Explain why this may be so. What effect does this have on women's present and future incomes?

(h) Debate this topic: Women have lower incomes than men because they have done a poor job of career planning.

(i) Outline your career plans. Describe social pressures that affect your career plans.

BUT WHAT ELSE CAN A WOMAN DO? — NON-TRADITIONAL JOBS

Thirty years old, unemployed, unskilled, and struggling to support her two children, her mother, and a large mortgage, Lynda Keirstead has found the idea of a career mind-boggling: "I'd been home with the kids for many years and went back to work as a sales clerk when my husband and I separated. I just couldn't make it financially so I went to Manpower.

The counsellor asked "What would you like to do?" I didn't have the faintest idea. Nobody ever asked me before . . .

Now, after four months of Manpower classes that introduce women to bluecollar jobs, she has decided to be a draftsman and, unlike many other women in her position, she may earn enough money to live comfortably . . .

Manpower admits she is an exception. More than 90 percent of the women it sees - either through this special course or in regular counselling - still want the lower-paying jobs that women have always done: clerk typist, sales clerk, waitress and seamstress.

Source: Globe and Mail, March 24, 1977)

Why are women now considering non-traditional jobs? The obvious reason seems to be the pay.

CHART 3

OCCUPATION AND AVERAGE PAY 1981

Police Constable	$29,000
Funeral Director	20,000
Bartender	21,000
Garbageman	19,000
Ambulance Driver	24,000
Plumber	36,000
Meat Cutter	22,000
Airline Pilot	54,000
Flight Attendant	22,000
Grocery Cashier	17,000
Day Care Worker	13,000
Bank Teller	13,000
Secretary	14,000
Teacher	21,000
Order Clerk	12,000
Telephone Operator	7,800

Source: "The Wages of Many: A Job-by-Job Anthology", Toronto Life, May 1982.

9 *Activity*

(a) List reasons other than pay that may encourage women to work in non-traditional or "male" jobs.

(b) List as many arguments as you can think of against women working in non-traditional jobs.

(c) Now, try to refute each of the arguments listed in part(b). (For a start, try to think of traditional women's jobs that have similar drawbacks)

(d) What non-traditional jobs would you consider for yourself?

EQUAL PAY?

We've had "equal pay for equal work" laws in Canada for over 31 years, yet differences such as those shown in Chart 4 are still with us. Why this is so, is hard to explain. Some reasons may be that people are unaware of the laws or are reluctant to take action.

CHART 4

JOB AND PAY BY SEX 1979

Job	female earnings	male earnings
baker's helper	$4.72/hour	7.01
garment cutter	4.31	6.39
laundry worker	4.13	5.08
hotel waitress/waiter	3.36	3.68
light truck driver	4.95	6.08
maintenance labourer	5.05	6.22
bookkeeper	$257/week	333
stock records clerk	209	271

Source: "Women's Wages A National Disgrace", by Myrna Kostash, Chatelaine, Jan. 1982.

LEGISLATION AND THE RESULTS

Sometimes a law that attempts to create a fairer situation may not go far enough or may end up doing more harm than good.

For example, equal pay for equal work does not cover some areas such as the initial hiring of workers, the training, job promotion or job assignment of workers - all of which can lead to significant differences in income earned - nor does it always cover pension rights and fringe benefits.

Thus, efforts to improve the law are important; Canada *has* ratified Convention 100 of the International Labour Organization which endorses "equal pay for work of equal value", and federal workers can appeal cases to a Human Rights Commission. However, among the provinces, only Quebec workers have similar rights of appeal.

Two examples of unequal pay that have yet to be resolved include:

1. In 1981, the Hamilton,Ontario Board of Education paid its caretakers (male) at a base rate of $8.74/hour and its cleaners (mainly female) at a base rate of $5.65/hour with no pension plan for female employees.

   Source: "End female 'job ghettos' - economist" by Ed Finn, Toronto Star, Nov. 30, 1981

2. North York public health nurses (female - most with university degrees) earn from $19,486 to $22,972 maximum, while North York public health inspectors (mostly male with Grade 12 plus 2 years' Community College) earn from $25,620 to $28, 648. Public health nurses do preliminary health checks on school children, give innoculations, and counsel families, single mothers, alcoholics, etc; public health inspectors inspect sanitation and food handling.

   Source: "North York public health nurses deserve more", by Michele Landsberg Toronto Star, Oct. 5, 1982.

Some successful cases include:

1. In Springhill and Dorchester prisons qualified female nursers were earning $15,000, while male hospital technicians doing the same work with less qualifications were earning $16,500. Nurses have since received retroactive pay and salary increases.
2. Federal government librarians (mostly female) will now be paid the same as male historical researchers.
3. North Shore Pulp & Paper (Quebec) will pay its female typists, receptionists, and IBM operators the same as its male wood measurers, draughtsmen and inventory clerks.

Source: "Underpaid women, undervalued jobs", by Elizabeth Grey, MacLeans, Apr. 7, 1980.

Just as discrimination is an obvious problem, there are problems in trying to end discrimination.

Will fewer women be hired for jobs if employers can no longer pay them less than men? What if there are few men in a job category to compare wages with. Are typists and secretaries poorly paid or paid less than if most of them were men?

How long does it take to win a case proving wage discrimination? Who is going to fight the case? What about equal pay for work of equal value? Who decides? On what basis? What about the dollar cost to the employer? Valcartier Industries Inc. agreed that annual increases of $250,000 were needed to bring its 200 women employees up to the level of its male employees. The federal librarian settlement cost $2.4 million in back pay alone, plus the continuing cost of future equal pay.

You can look at it from two points of view. Imagine the costs to employers if equal pay were given for equal work, or work of equal value. Then imagine the loss of income and purchasing power of the women who were denied this equal income.

Source: "Underpaid women, undervalued jobs", by Elizabeth Grey, MacLeans, Apr. 7, 1980.

Source: "Women's Wages: A National Disgrace", by Myrna Kostash, Chatelaine, Jan. 1982.

WOMEN IN THE CANADIAN ECONOMY

The aim of this chapter is to give the student an opportunity to deal rationally with a potentially emotional topic. As well as learning who earns what, the effect of working women in the Labour Force and housewives on the economy, students will explore their values and those of society towards working women and will become aware of the significance of career planning and choice.

SECTION 1. WHICH JOBS AND WHY?

This first unit encourages students to examine their own perceptions of women's role in the workforce, what factors have led to present job patterns and what changes in Canadian society would be required to alter these patterns.

UNDERSTANDINGS:

Knowledge:

After completing this unit, the student should understand;

1. that many jobs traditionally held by men could be done by women;
2. that certain jobs are traditionally either male or female dominated;
3. that there are many features common to jobs held by women;
4. that there are many reasons why women have worked at these jobs and men haven't;
5. that there are many features common to jobs held by men;
6. that there are many reasons why men have worked at these jobs and women haven't;
7. that traditional work patterns are likely to change only if specific adjustments are made in many sectors of our society.

SKILLS:

The students will learn to;

1. prepare a checklist based on judgement and observation (Activity 1);
2. draw bar graphs from raw data (Activity 2);
3. sort and analyze raw data (Activity 2);
4. generalize from specific data and draw inferences (Activity 2);
5. evaluate their own attitudes toward traditional job patterns (Activity 1, 2);
6. project results based on assumptions (Activity 2).

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AFFECTIVE OUTCOMES:

the students will;

1. become aware of and evaluate their attitudes to male/female roles in the workforce;
2. compare their attitudes to their own career plans;
3. be aware of the pressures that have led to traditional work patterns;
4. clarify their picture of the ideal world;
5. be aware of what would have to change in order to achieve their ideal.

Activity 1

This activity is designed to make students aware of the discrepancy between what jobs *could* be done by males/females and what jobs *are* commonly held by males/females. It is an opportunity for students to clarify their own values and examine prejudice.

In most cases, women have the ability and qualifications (or can obtain them) to do the job. It might be a shock to see how many of your students have ingrained sexist attitudes. Collate this checklist and compare answers given by male students with answers given by female students. If you want to use these comparisons right away, then while you are discussing the responses in general, have two students compile the boys' answers and two, the girls' answers. Or assign the job to volunteers to have ready for the next class.

The second part of the activity is to illustrate that, in fact, certain jobs are traditionally male dominated. You can discuss why this is so briefly, but leave full discussion until Activity 2.

Activity 2

This activity encourages students to examine the common features in male/female dominated occupations, to consider why one sex might be attracted or streamed into particular occupations, and to project changes that would be required in society to alter these patterns.

(a) Have the students draw the bar graphs with Male Female side by side for each occupation and in such a way (colours, crosshatching, etc.) that the differences are highlighted. Vertical axis would be from 0 to 100% and horizontal would list the occupations.

(b, c, d, e) Some of the features common to jobs/occupations held by women are "helping" roles, dealing with people, dealing with young people, traditional feminine skills (typing), lower pay.

Why women work at these jobs: tradition, carryover from housework activities, sex-role stereotyping (could point out that it begins at an early age - ask students what toys are given to young girls/young boys), social pressure, peer pressure (what is acceptable/not acceptable for females to do), role models (ask what TV ads, magazine ads show male nurses, male secretaries, female supervisors or executives) career planning (or lack of - see cost-benefit analysis), supply and demand (large available

supply of women with typing skills, but few men), streaming in education (girls take typing, boys take tech), cost-benefit analysis (many women don't plan a life-time career, so don't invest in appropriate education), home responsibilities tend to restrict women to part-time jobs, 9 to 5 jobs, jobs that don't require travel or frequent moves.

(f, g, h) Develop these in the same way.

(i) Have students fill in blank column on chart. This exercise forces them to be specific by making them place a percentage figure for each sex in each occupation.

(j) To guide students in this activity, you could;

— ask students what would have to change in a child's upbringing before school age (toys, role models, children's literature, TV cartoons)

— what elementary school practices would have to change (more male teachers in primary grades, textbooks,)

— secondary school (programs offered, career counselling, physical education activities)

— in the home (parents' attitude towards household chores to be done by each sex, husband/wife roles in the home, parents' attitude towards further education and career planning for males and females)

— part-time work in community - girls are cashiers in a supermarket and boys stock shelves

— TV advertising, programming

— attitudes of women themselves, of husbands, employers, etc.

SECTION 2. WHO ARE THE WOMEN IN THE LABOUR FORCE

This second unit presents statistics on the size and composition of the female labour force in Canada. Data and activities ae designed to force students to ask questions about the data itself, the implications of the data, and to investigate the size and composition of the female labour force in their own community. Activity 5 is a sensitive one. Many worthwhile skills are learned, but each teacher will have to decide if it is an appropriate assignment for his or her community.

UNDERSTANDINGS:

Knowledge:

After completing this unit, the student should understand;

1. who is included in the definition of Labour Force;
2. that cultural and economic differences between countries lead to differences in the make up of the labour force;
3. that the majority of working women in Canada are married;
4. that a significant number of working women support themselves or themselves and others;
5. that the percent of married women who work has increased greatly over the decades;

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6. the effect that factors such as education, age and husband's income have on the percent of women who work;
7. that changes in medicine, technology, social values and the economy have increased the number of women in the labour force;
8. some of the factors that lead to fewer women belonging to labour unions;
9. the relationship between education and jobs;
10. that statistics given may not provide sufficient information upon which to base conclusions;
11. begin to develop a discriminating and analytic evaluation of statistics.

SKILLS:

The students will learn to;

1. draw inferences from statistical data (Activity 3, 5);
2. analyze and evaluate data; determine what other data should be obtained (Activity 4);
3. prepare questionnaire (Activity 5);
4. conduct interviews (Activity 5);
5. sort data and prepare graphs (Activity 5);
6. identify differences (Activity 5).

AFFECTIVE OUTCOMES:

The students will;

1. be aware that questions must be asked and answered for meaningful analysis of data;
2. appreciate the reasons for rates of female participation in the labour force;
3. appreciate why their community differs/does not differ from the rest of Canada.

Activity 3

This activity encourages students to look at statistical data and ask "Why is this so?"

1. Put students in groups. Each group will discuss one unit (or two or all) and then present a report to the class of their conclusions. At this point, other members of the class and the teacher could add other points of view.

Some sample points to consider could be:

Sociological and economic study of Russia (shortage of labour, catch-up industrialization after revolution and war, need for 2 incomes, state encouragement (pressure), provision of support systems (day care, older live-in relatives).

Latin America - cultural background, male/female roles.

Canada - less stereotyped and economically stratified society than

Latin America - more prosperous and industrialized than Russia, yet lack of state pressure and support systems - differences in educational systems.

2. Questions: if 63% of women in labour force are married, what % of women age 15 to 64 are married (is it similar? (61%), if so, then not so significant. - need for day-care - private and public, trained people to staff day-care - financial reasons (husbands are low income, no husband, sole support), boredom, want challenge, adult companionship.

3. Birth control, therefore smaller families, more control over timing of pregnancy; women's liberation movement; housework less time and energy consuming; economic - inflation + desire for more material goods + more opportunity and aspiration for further education for children which is more costly + "luxuries" still expensive, but more within reach (trips to Mexico); more socially acceptable for women to work.

4. For some, their job is seen as a second income so less demand for more pay/protection. Still don't see it as a career, therefore less willing to fight. A lot work in white collar jobs with lack of union tradition (bank tellers, secretaries). A higher % of women than men work part-time and thus do not belong to a union.

5. Answer should be: it depends - on the job, on the pay, the responsibility, the level of skill required. Ask your students about different jobs where education would/would not be a factor; for example, cleaner, accountant, salesperson. Or, if hiring a supermarket cashier and had 200 applicants with education ranging from less than high school to some university, how much of a factor would education be?

6. This could be a touchy question because there are sensitive socio-economic factors involved - cycle of poverty, welfare, tradition of wife staying home, may have had to drop out of school to help the family at home, on the farm, or because of low academic ability; may be a matter of choice, but if women with low education do want to work, they may have difficulty finding jobs depending on demand for low-skill labour in area (housework, factory work).

7. A lot could be discussed here. Age 20 - 24 - after education and before marriage; age 25 - 34 - key child-bearing and rearing years; age 35 - 44 - many still at home with teen - fewer widowed than next age group.

Activity 4

Again, students are encouraged to ask questions, to search further, instead of simply accepting or memorizing facts. Better "answers" are achieved if better questions are asked.

This is a very important, but frustrating learning experience. Too many students just want to study "the answers" and we have to force them to ask questions. Challenge them to assure that the information presented gives a complete picture - "What more do I really need to know to understand this?"

For example: Why aren't the other 53% of Canadian women in the Labour Force? What % of men are in the Labour Force? (78%). What % of women of Labour Force age are married (61%, which makes the

statistics of 63% of working women are married, less significant). What % of men with university education (89.6%), high school (79%), and less than high school (59%) are in the Labour Force? What about the 27% of women with university education who are not in the Labour Force - after all that investment in education, why aren't they? Similarly with the age groupings (50% of men age 15 - 19, 83%, 94%, 92% and 75% in the following age brackets are in the Labour Force).

Some statistics, when carefully scrutinized and compared turn out to be relatively unimportant - others under the same analysis show great significance. The answers to these questions then lead to more intelligent evaluation and comment.

Activity 5

This activity is a sensitive one which the teacher may choose to alter or to omit. The value of the exercise lies in the design of a questionnaire that is clear, useful, unbiased and easy to answer. The purpose is to gain statistical data about the women in the labour force in their community, not to acquire gossip or personal information.

Through discussion with students, determine what information is desired. Stress that they should attempt a random sample (not fellow students, or just teachers, mothers and relatives). Encourage a broad sample by making the questionnaire a self-answering one (no interview required) and ensuring confidentiality (no names used). You should write a covering letter explaining the purpose of the quest. and ensuring privacy, that would accompany the survey. Perhaps a local newspaper might print the questionnaire and collect responses for you.

If you have computer studies courses in your school, you could co-ordinate this project so responses could be computer tallied.

Sample wording would be:
Are you working full time_____ part-time_____ or actively looking for a job_____? Are you single_____ married_____ separated, widowed or divorced_____? How many children do you have at home: none_____ one_____ two_____ three_____ more_____. Their ages are_____
Please check family income range: under $15,000 _____ $15,000 to $30,000 _____ $30,000 to $50,000 _____ over $50,000 _____ type of job/work_____ how many years worked: 1 to 5 years_____ 6 to 10_____ and so on.

3. Can collate results for whole class by having one student keep a running total for each question as other students or groups call out their answers or have a master chart posted on wall where each student can add his results. Total for class should be presented in table, chart or bar graph form.

4. There may or may not be differences. In any event, you have a local statistical base for interesting discussion. Some reasons for differences may be geographic (rural/urban), availability of support systems, availability of jobs, income level of community, ethnic, religious or sociological makeup of community.

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SECTION 3. WOMEN'S EFFECT ON THE CANADIAN ECONOMY

This unit emphasizes the contribution of "working women" whether or not they are in the Labour Force. Students will examine the contribution of housewives to the economy and the changes in the marketplace created by more women entering the Labour Force. Students will also consider the probable nature of future demand for women in the Labour Force.

UNDERSTANDINGS:

Knowledge:
After completing this unit, the student should understand;

1. what GNP and GNE are;
2. why unpaid housework is not counted in these measures;
3. the significant dollar value of this contribution;
4. what goods and services would have to be provided and what changes would have to occur in the marketplace and the economy if all housewives entered the Labour Force;
5. the evolution of "working women" in Canadian society;
6. that women have been looked upon as a supplementary labour force;
7. that different goods and services are required by the various categories of women in the labour force;
8. the changes in the kind of jobs, working hours, available money capital and government services caused by more women in the labour force;
9. the importance to Canada of appropriate career selection by females.

SKILLS:

The students will learn to;

1. make inferences (Activity 6, 7);
2. analyze data and sort into appropriate categories (Activity 7);
3. summarize data and present in tabular form (Activity 7);
4. predict effects of changes in buying habits on the marketplace and the Canadian economy (Activity 6, 7).

AFFECTIVE OUTCOMES:

The students will;

1. appreciate the monetary and non-monetary values of housewives to their lives, to the community and to the economy;
2. be aware that there are some negative reactions to women in the labour force;
3. appreciate the wide variety of economic effects of working women;
4. be aware of future needs in the job market and consider this information in their own career planning.

Activity 6

This activity is designed to stimulate students to predict the effects of a major change in society.

It will be quite brief and fairly superficial, but will set the stage for Activity 7.

1. Laundry, cooking, mending, housecleaning, decorating, chauffering, child care.

— replacement of volunteer work in church, schools, hospitals, libraries, charities, elections.

2. Clothes, food (garden), meals, convenience foods, appliances.

3. A lot of interesting things to be considered here:

— stores, banks, drycleaners, repair services, etc., operate from 9 - 5 with the expectation that there is a member of the family free at that time to make use of their services (or be at home when the repair man comes)

— there are two points of view on the two-car family: a woman at home needs a car to shop, run errands; however, a two-income family may also require a second car

— homemakers have traditionally provided a source of cheap part-time labour to private industry

— advertisers and producers of daytime TV and radio would lose a prime market and result in loss of jobs in this area

— there would now be an increased demand for these goods and especially these services. Already several entrepreneurs have started companies like Rent-a-Wife (for ($12./hour) and Molly Maid Home Care Services Ltd. The maid service industry in Canada is estimated to be worth $40 million annually.

Costs will increase for these services to the home and community that used to be provided for free. Choices will have to be made. If a non-profit or public institution now has to pay for previously volunteered services, does it eliminate these services, make cuts elsewhere, raise taxes, appeal for funds?

What about the decrease in productivity of working husbands and of students who were relieved of much of the time and effort required for their personal care and who therefore had more time and energy to concentrate on their jobs/studies?

Will stores, banks, and other services have to change their operating hours? Several possible results: as these employees work different (later) hours to accommodate more daytime workers, then stores, banks, etc. will have to also be open at hours when these night-time employees are free; in turn, this leads to more use of the capital goods involved - the buildings themselves.

See answers to #4, Activity 7.

Activity 7

Students will be expected to categorize data and predict effects, not only on buying habits, but also on the whole economy, of women in the labour force.

1. and 3. can be combined - for example

age	goods	services
15 - 19		
20 - 24		
etc.		

Most are very straightforward, but students may need some help with marital status.

2. There will be overlapping between approaches and between divisions and categories. Some will be common to all categories, but others will differ because of age and income. For example, for some groups it will mean more luxuries; for others, more or better quality necessities.

— furniture, travel, more recreation, fitness, retirement savings, more life insurance, more appliances, different appliances (microwaves, dishwashers), more convenience foods, more meals outside the home, more daycare or babysitting facilities, more drycleaning, more and better clothes (working women spend approximately 40% more on clothes than do homemakers), more transportation, more on haircare and personal grooming and so on.

4. There may be some repetition of answers to #3 in Activity 6.

(a) jobs created by changes in demand. Ask students where, what industries, what types of jobs (skill, pay, hours, part or full time).

(b) changes in the marketplace - changes in opening hours of businesses to meet needs of more working people which in turn will lead to more jobs. The results of a survey that one shopping centre conducted was that 47% of customers now shop between 5:30 and 9:30 pm. but only 11% shop before 11:30 am.

Point out new goods and services geared to working women: magazines for working women, for working mothers, for female executives; clubs for working women; professional seminars for working women; main service industries, etc.

(c) larger pool of money available to government and industry through increased income taxes (1979 - $5 billion from women, $18 billion, men), UIC payments, pension contributions, individual life insurance ($6 billion in 1979; 20% of total sold) and savings.

(d) increased production.

(e) change in consumption patterns from housewife to worker - consider effects on businesses that catered to housewives.

(f) use of scarce resources - women educated at taxpayers' expense now using skills and knowledge in the marketplace.

(g) increased cost to taxpayer or budget of many schools, hospitals, charities who depend on housewife volunteer work.

(h) fewer housewives available for part-time work - loss of source of cheap part-time labour.

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SECTION 4. INCOME DIFFERENTIALS

There is a significant difference between male and female incomes. This unit investigates the differences and the causes, and examines some of the attempts to decrease these differences.

UNDERSTANDINGS:

Knowledge;

After completing this unit, the student should understand;

1. that the average income of a Male Canadian worker is significantly higher than that of the Female;
2. the effect of secondary school and university course choice on future careers and income;
3. the various other factors that influence women's current and future incomes;
4. the social pressures that influence career choice of males and females;
5. why women might or might not consider non-traditional jobs even if the pay is higher;
6. that although equal pay for equal work laws have existed for a long time, there are sex/pay differentials for the same job;
7. legal protection has not solved wage inequality;
8. that there is "equal pay for work of equal value" legislation in some jurisdications;
9. that there are also negative effects of protective legislation.

SKILLS:

The students will learn to;

1. identify patterns in enrollment, achievement, and employment of males/females (Activity 8);
2. draw inferences from data (Activity 8, 4.2);
3. research data (Activity 8);
4. sort and analyze data (Activity 8);
5. debate proposition (Activity 8);
6. refute arguments (Activity 8, 4.2).

AFFECTIVE OUTCOMES:

The students will;

1. be aware of some of the social and marital factors in career choice for women;
2. be aware of the effect of educational choices on future income;
3. consider non-traditional career plans;
4. be aware of social pressures that influence his or her own career plans;
5. appreciate that legal "protection" may not be sufficient;
6. appreciate that there are costs as well as benefits in attempting to end wage discrimination.

Activity 8

This activity is designed to have students begin to consider their own career planning and goals while studying the effects of various factors on present and potential income.

(a) More males take the "hard" sciences and math while more females take Biology. More of the females who do take these courses succeed than do the males.

(b) Girls have been "scared off" by Math and Physics; do not see them as relevant to their career choices (boys take these for Engineering and Business; girls take Biology for Nursing). Physics and Math are not considered "feminine" subjects and girls are not expected to do well at them. There are few female role models in terms of high school science teachers. Use your own school as a check on role models: which sex teaches Math, Science, Tech, Computers, Secretarial, Family Studies, English?

(c) Business, Computers, Science, Engineering and Architecture all require Math and the last two require Physics. Invite a counsellor in to talk to students about requirements.

(e) Allows them to combine home responsibilities with a job - even women who work full time do a disproportionate share of house and family work. They may feel that part time work does not deprive their family or threaten male egos. They are usually low skilled jobs - service jobs - they lack seniority, unions, promotion, fringe benefits.

(f) Many traditional women's jobs are not unionized (secretaries, bank tellers); if don't feel a sense of committment to career or if consider job as second income or if lack confidence and are "grateful" to have job, then union membership dues and meetings are not considered important and the short term loss of income is more worriesome than long term gain of protection and higher income.

They are less likely to be protected in terms of equal pay, higher pay, better fringe benefits, seniority rights, security, opportunity for promotion.

(g) Don't try to look for a win/lose situation - should be a forum for opinions to develop. Perhaps conclusions should be (1) that women may have to plan their careers in a different way than men do to take into account the different pressures; (2) a discussion of career planning for **your** students and their careers.

For those discussing other causes, have them search out information on successful women - some have succeeded in a traditional situation, some earn enough money to hire housekeepers, nannies, etc., some are separated/divorced and some have remained single.

Activity 9

This activity is designed to have students examine not only the factors that influence the career choice of females today, but also their own career choices.

(a) enjoy outdoor work, desire for excitement, challenge, physical activity, prestige, sense of usefulness, dislike of routine, enjoy working with hands, practical work

(b) dirty; noisy; social pressure from family, friends, co-workers; heavy work; isolation from female co-workers; discouragement by counsellors and employers

(c) many women's jobs like nursing, waitressing, kindergarten teaching, laundry, garment workers - involve dirtiness, heavy work, noise. Social roles are slowly changing - some prestige in being the first woman . . . or one of the few - unique. Some reports indicate that after initial attempts at discouragement and a testing period, that male co-workers are co-operative. There are still problems of resentment in certain occupations where the males may feel an extra load in protecting female co-workers (police, prison guards) or where females become supervisors.

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